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AUTHOR Dominquez, Fernando
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ABSTRACT

This paper describes a survey conducted to determine the needs of a group of California teachers who deal with bilingual, bicultural children. The one-page questionnaire listed areas of interest and possible methods to acquire skill in those areas. Areas of interest included developing a workable Spanish vocabulary for teachers to use when presenting math or other subjects and developing an approach to deal with problems in the affective domain such as unconscious cultural clashes and motivation patterns of Mexican-American children. Respondents were asked to select three areas of interest and to check one of the following methods to acquire knowledge in those areas: lectures, seminars, encounter groups, workshops using a variety of methods, small-group discussions, and individual learning packages. Totaled responses are presented in a table. (PD)

ED 095148

Number 5

Fernando Dominquez:

Bilingual Education: A Needs Assessment Case Study

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James Fortenberry:

Implementing Competency-Based Educational Programs at Southern University

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TEACHER CORPS ASSOCIATES: RESOURCES FOR CBTE

A Series of Materials for the Support of CBTE
Series Editor: Carl A. Grant, Director
Teacher Corps Associates Program
University of Wisconsin
Madison, Wisconsin 53706 Spring, 1973

SP 007 326

RESOURCES FOR CBTE

Understanding CBTE

1. *A Module for Understanding the Characteristics of Competency-Based Education* by Alberto Ochoa 34 pp.

This is designed to assist intern-teachers in understanding CBTE through the use of an instructional module.

2. *A Seminar on Competency-Based Teacher Education for University Personnel* by Horace Leake 22 pp.

This is intended to help instructors of higher education prepare the basic tenets of CBTE to faculty staff.

Defining Roles In CBTE

3. *Curriculum Specialist's Role in Enabling Interns to Acquire and Demonstrate Mastery of Teaching Competencies* by Joseph Watson 10 pp.

This material includes objectives, test items and activities. The Curriculum Specialist's role in a CBTE program is specified.

4. *The Role of the Community Coordinator* by Edwina Battle 11 pp.

This module is designed to identify the role of the community coordinator in a Teacher Corps Project.

Initiating CBTE

5. *Bilingual Education: A Needs Assessment Case Study* by Fernando Dominquez 12 pp.

This describes the development of a questionnaire to use in a needs assessment for teachers in a bilingual setting. It includes results from one school district.

Implementing Competency-Based Educational Programs at Southern University by James Fortenberry 6 pp.

This is a case study of the transitional problems involved in shifting an entire university to a competency-based approach to education.

Use Of Competencies

6. *Competencies Essential for Diagnosing Reading Difficulties* by David Blount 36 pp.

This is a list of competencies. These competencies may be used in designing training modules for interns, teachers, or reading specialists.

7. *Competencies for a Hopi Reservation Teacher: Hopi Background Competencies for Teachers* by Milo Kalectaca 33 pp.

This module is designed to provide competencies needed to train teachers of Hopi children in the basics of Hopi history and culture.

8. *Methods of Public School Music* by Edwina Battie 57 pp.

This is designed to give teacher trainees adequate background and training in music skills using competency-based education which can be adapted to meet the needs of children in the primary grades. It includes: (1) music fundamentals (2) instruments and their use (3) techniques in music instruction.

The Affective Domain

9. *Non-Verbal Communication and the Affective Domain* by Claudette Merrell Ligons 74 pp. Multi-Media Items*: 23 slides, 1 video-tape.

This training package is designed to prepare the teacher in the affective domain; it should improve the teacher's interpersonal relations skills by helping him/her better understand the non-verbal behavior of students.

10. *Strategies for Introducing Skills in Effective Curriculum Planning for Teachers of the Highly Mobile 'Troubled' Youth' of the Inner-City* by Vida Van Brunt 69 pp. Multi-Media Items*: approximately 100 slides (3 sets), 1 video-tape, 4 audio-tapes.

This is designed to provide teachers with strategies for communicating more quickly and easily with the inner-city youth labeled "delinquents" or "delinquent prone."

*Multi-Media items are available only from the author.

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FOREWORD

In 1965 Teacher Corps received a congressional mandate to improve teacher education. This improvement was to be brought about by broadening existing teacher education programs and improving educational opportunities for disadvantaged children.

Teacher Corps recognized that one aspect of teacher education needing immediate attention was the lack of minority group representation in positions of leadership. In order to help fill this educational void, Teacher Corps instituted the Teacher Corps Associates Program. The program is designed to provide professional growth in the process of competency-based teacher education (CBTE) for teaching faculty and administrators in local Teacher Corps projects.

The Associates were selected after a national search by a committee composed of representatives from Teacher Corps National Field Council, AACTE's Committee on Performance Based Teacher Education, and the Technical Assistance Projects. The Associates are drawn from all areas of the country and from different minority groups; they are members of the teaching faculty of local Teacher Corps Projects, or are local Project Directors, Associate Directors, Program Development Specialists or Coordinators.

Since the program began in February, 1972, the Teacher Corps Associates have received extensive training in the basics of CBTE: principles of systems management, development of instructional modules, and identification of teacher competencies.

They have also gained valuable experience through visits to learning labs, universities, schools, communities, and R&D centers. The Associates have had opportunities to serve as consultants to other Teacher Corps programs, and to serve as resource persons and consultants at National Teacher Corps Conferences. An equally important aspect of the Associates' training has involved developing and extending their sensitivity to minority group concerns and fostering the awareness of common interests underlying unique cultural differences. As part of their training in CBTE, the Associates have produced this series of materials entitled Resources for CBTE.

Carl A. Grant
Director of Teacher Corps Associates

BILINGUAL EDUCATION:
A NEEDS ASSESSMENT CASE STUDY

Fernando Dominguez
University of California at Santa Cruz
Santa Cruz, California

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BACKGROUND

Earlier Spanish writers recorded for posterity the fact that their pen was paid for by the Crown. To paraphrase them, my typewriter has been financed by Teacher Corps; how little things change.

In February, 1971 I was selected as one of thirteen persons from various ethnic minorities to receive training in Competency Based Teacher Education under the auspices of Teacher Corps. Each of us came into the group with different past experiences, reflecting our diverse backgrounds; our common denominator was we each belonged to one of the ethnic minorities of this country. As part of my training I conducted a survey to determine the needs of a group of California teachers.

When I became an Associate I was involved in a Teacher Corps/Peace Corps Training Project with the University of California at Santa Cruz. Interns in this Project were receiving their training in Salinas, California. At the same time I was helping write a proposal for Cycle VIII Teacher Corps Project with emphasis on bilingual-bicultural education. The Salinas High School District was willing to participate in this project. The University, the School District and the community of Salinas were to form a joint council to assess the needs of the community, of the teachers, and of the University. Bilingual teachers were to be trained who could fill School District vacancies while the District's permanent teachers were being trained in bilingual-bicultural education. Therefore, I chose to conduct the survey in the five high schools in the Salinas School District which were likely to have a Teacher Corps Project.

DESIGNING THE QUESTIONNAIRE

My original design called for a two page questionnaire. Ultimately, I decided a one page questionnaire would be more likely to get responses. I needed something very simple which would not require much time to answer. Instead of asking teachers to list "their needs", I listed suggestions and asked them to rank their preferences. The suggestions listed included various subject areas--such as social studies, mathematics, literature, science, physical education--and various areas in the affective domain.

"Areas of interest" alternatives were placed on the left side of the page. Possible methods to acquire these skills were placed on the right side of the same page. Six possible methods were listed in columns; methods ranged from "lectures" through "individualized learning package" to "encounter groups." A "variety of methods" was also included as a possible choice. (See Figure 1.)

DISTRIBUTION

The first step in distribution was to obtain the Superintendent's endorsement and the Principals' approval of my plans. (See Figure 2.) Since the Salinas District published its own telephone directories, no other list of teachers' names was necessary. Names of teachers to be polled were selected at random from the directory.

Each teacher being polled received these items: a copy of the Superintendent's endorsement letter, the questionnaire, and a plain envelope to assure anonymity in returning the answered questionnaire.

The time and expense involved in mailing was prohibitive, so the schools' own distribution system was used to deliver these envelopes.

QUESTIONNAIRE

The following areas can be identified as highly desirable when a teacher has to deal with bilingual, bicultural children in the classroom. Please select three areas that you perceive as your highest personal interest; mark the highest one with the numeral "1"; the next to the highest, with the numeral "2"; and the 3rd most high, mark it as a "3".

How would you like to proceed and acquire knowledge in these areas?
Place a checkmark (✓) in the block.

	Lectures	Seminars	Encounter Groups	Workshops using a variety of methods	Small Group Discussions	Individual Learning Packages
Area #____: Develop a workable Spanish vocabulary for teacher to use when presenting Math to Spanish speaking children.						
Area#____: Develop presentations which can be used when the teacher introduces cultures, folklore, customs, etc., in a Social Studies class.						
Area #____: Develop Literacy and Reading skills which will bring Mexican American and Anglo American literature into a Language Arts class.						
Area #____: Develop a workable Spanish vocabulary for teachers to use when presenting a Science class to Spanish speaking children.						
Area #____: Develop a workable Spanish vocabulary for teachers to use when presenting a Physical Education class to Spanish speaking children.						
Area #____: Develop an approach which will facilitate appropriate behavior and enhance teacher-pupil relations when the teacher is teaching Spanish speaking children.						
Area #____: Develop presentations which will help bring Mexican Art and Music appreciation into the classrooms.						
Area #____: Develop an approach for dealing with "unconscious cultural clashes" in your classroom.						
Area #____: Develop approaches for dealing with motivation patterns of the Mexican American children in your classroom.						
Area #____: Develop practices to be used by the teacher and all other pupils willing to show knowledge, respect and pride of other cultures where Mexican American children are involved.						

Figure 1: Questionnaire

TO: District Teachers
FROM: Robert P. Binns
SUBJECT: Bilingual/Bicultural Questionnaire

The Salinas Union High School District has committed itself to the implementation of bilingual/bicultural curriculum. While Teacher Corps Cycle VII is to provide the impetus in this area, it is evident that a great deal of inservice training will also be required. In an attempt to isolate those areas that are of the most concern to the teaching staff, Mr. Fernando Dominguez of the University of California, Santa Cruz/Teacher Corps staff, has developed a questionnaire designed to be filled out by a random sample of one hundred district instructors. The questionnaire will require about five minutes of your time and it is my hope that those who are chosen within the hundred sample will respond immediately. The questionnaire is to be returned to the school principal by 3 p.m. Friday, March 24. Your signature is not required.

Robert P. Binns
Superintendent

Figure 2: Text of letter mailed to all teachers and endorsed by the Superintendent.

The active support of the school secretaries was enlisted. A memorandum went to each school secretary; in it were detailed instructions on the distribution and collection of the questionnaire. (See Figure 3.)

Careful consideration was given to the time between distribution and collection. It was held to a minimum and the instructions clearly specified this.

COLLECTION

A fairly low percentage of questionnaires were answered on the first return. This return was followed by a "prodding" memorandum. (See Figure 4.) This second request contained another copy of the questionnaire and another return envelope. A breakdown of all returns, by schools, is contained in Appendix I.

RESULTS

A majority of the respondents considered those areas that belong in the affective domain most important. (See Figure 5.) The method preferred by most respondents was either "Workshops using a variety of methods" or "Small Group Discussions." (See Figure 6.) Since most teachers were educated using these "preferred" methods, it is likely the methods were chosen because they were familiar.

TO: Dr. LeKander
FROM: Mr. Fernando C. Dominguez
SUBJECT: Notes on the Process for Teacher's Questionnaire

1) Endorsement letter, Questionnaire and one white envelope will be put in a larger yellow envelope.
2) Twenty such packages will be delivered to a Designated Secretary, along with the respective School List.
3) Designated School Secretary will be the only person knowing who returned the questionnaire, by checking off questionnaires returned on the provided list.
4) Possible "follow up" will be made after the Easter vacation on those persons identified by the Designated Secretary as "no returned envelope received."

Figure 3: Letter Of Instructions for School Secretaries

TO: District Teachers
FROM: Robert P. Binns
SUBJECT: Bilingual/Bicultural Questionnaire

The Salinas Union High School District has committed itself to the implementation of bilingual/bicultural curriculum. While Teacher Corps Cycle VII is to provide the impetus in this area, it is evident that a great deal of inservice training will also be required. In an attempt to isolate those areas that are of the most concern to the teaching staff, Mr. Fernando Dominguez of the University of California, Snata Cruz/Teacher Corps staff, has developed a questionnaire designed to be filled out by a random sample of one hundred district instructors. The questionnaire will require about five minutes of your time and it is my hope that those who were chosen within the hundred sample will respond immediately. The questionnaire is to be returned to the school principal by 3 p.m. Friday, March 24. Your signature is not required.

Robert P. Binns
Superintendent

I failed to receive your reply. The Easter vacation prevented me from contacting you sooner. Will you please take those 5 minutes right now and answer the questionnaire? Disregard this notice if you have submitted your answered questionnaire.

Figure 4: Notice "addition" to original letter.

	El Sausal High	Alisal High	Washington Junior High	Salinas High	North Salinas High
Develop a workable Spanish vocabulary for teacher to use when presenting Math to Spanish-speaking children.	12	7	7	5	2
Develop presentations which can be used when the teacher introduces cultures, folklore, customs, etc., in a Social Studies class.	8	8	3	10	0
Develop Literary and Reading skills which will bring Mexican-American and Anglo-American literature into a Language Arts class.	10	6	3	12	18
Develop a workable Spanish vocabulary for teachers to use when presenting a Science class to Spanish-speaking children.	0	19	0	9	7
Develop a workable Spanish vocabulary for teachers to use when presenting a Physical Education class to Spanish-speaking children.	0	9	3	9	6
Develop an approach which will facilitate appropriate behavior and enhance teacher-pupil relations when the teacher is teaching Spanish-speaking children.	33	27	26	24	32
Develop presentations which will help bring Mexican Art and Music appreciation into the classrooms.	14	10	0	10	2
Develop an approach for dealing with "unconscious cultural clashes" in your classroom.	26	25	17	23	30
Develop approaches for dealing with motivation patterns of the Mexican-American children in your classroom.	34	57	22	33	36
Develop practices to be used by the teacher and all other pupils willing to show knowledge, respect and pride of other cultures where Mexican-American children are involved.	8	14	6	9	9

Figure 5: TOTALED RESPONSES BY SCHOOL (AREAS)

	Lectures	Seminars	Encounter Groups	Workshops	Small Group Discussions	Individual Learning Packages
El Sausal High	19	63	4	13	26	20
Alisal High	12	21	29	49	32	39
Washington Junior High	6	11	4	47	18	1
Salinas High	10	14	6	76	24	13
North Salinas High	9	25	15	44	33	16
Combined	56	84	59	274	134	88

Figure 6: TOTALED RESPONSES BY SCHOOL (METHODS)

APPENDIX I: RESPONSES BY SCHOOL

Recording Procedure

Tabulation instructions for the questionnaire (top of the page, left column) were: "please select three areas that you perceive as your highest personal interest; mark the highest one with the numeral "1", the next to the highest, with the numeral "2", and the third most high, mark it as a "3".

For the methods (right) side of the page (containing six columns) the instructions were: "Place a checkmark (✓) in the block." This was to indicate how each respondent (having made three area selections on the left side of the page) would like to study these areas.

A matrix was then filled in with "three tallies" for each area marked "1" under the corresponding "methods" column; for each area marked "2" two tallies were placed under the corresponding "methods" column; and a single tally for each one marked "3" was placed under the corresponding "methods" column. In cases where a teacher chose more than three areas no selections after the first three were recorded. A description of responses from each school follows:

El Sausal High: Fifteen first returns came in; three more returns were secured by the follow up letter. Nine teachers followed directions exactly. The other nine were more liberal in interpreting directions and marked more than one preferred method of instruction. One response was not tabulated because there had been no attempt to rank preferences.

Alisal High: Ten first returns came in; six more returns were picked up after the follow up letter. Here, only four teachers followed directions; the others selected more than three methods. One teacher selected two different areas as her/his third choice. One teacher failed to select any preferred method.

Washington Junior High: From this school only nine questionnaires were collected at the first scheduled return. After Easter vacation, two more questionnaires were collected. Here only seven teachers followed instructions precisely, while four other respondents made additional contributions by writing long notes on the backs of the questionnaires. Note that this school had the lowest returns. This school had just served as the "pilot" for an intensive "Cultural Awareness Seminar" lasting at least five full days during a period of five weeks.

North Salinas High: This school returned thirteen questionnaires the first time; one more the second time. Only five teachers from this school followed instructions. Six of the thirteen suggested a variety of methods that could be used. One teacher wrote "not very enthusiastic" across the methods columns. One teacher simply checkmarked the methods columns and did not rank needs.

Salinas High: Nine questionnaires came in from this school in the first return. Ten more were received later. Eight teachers followed instructions literally. Six chose multiple methods to acquire knowledge; others wrote comments, did not rank choices, or both. One teacher from this school selected two areas as her/his number one priority, four areas as her/his number two priority and three areas

as her/his number three priority (leaving out only the area containing vocabulary for science teachers). One teacher suggested as an area of interest "the provision of Spanish vocabulary to introduce Home Economics into the classroom" using the workshop and a variety of methods to do so.

Source Unidentified: During the Easter week, additional questionnaires found their way to the Teacher Corps/Peace Corps Office; they arrived through normal school distribution channels. These ten questionnaires may have come either from Washington Junior High or from North Salinas High. One teacher in this group ranked the areas from 1 to 9; only 1, 2, and 3 were tabulated. In these areas she/he would like to acquire knowledge by means of both the workshop and Individual Learning Packages.